

Montana Con

Chart f

	Standards	End o Benchm
	Standard 1-Students engage in conversa- tion, provide and obtain information, express feelings and emotions, and exchange opinions.	1. Express feelings, likes, and dislikes. [TE - 5.4.1]. WP - 2.4.1. 2. Respond in one-on-one interactions. [TE - 5.4.1]. WP - 2.4.1; 2.12.4. 3. Create simple descriptions of people and places. [TE - 5.4.1]. WP - 2.4.1; 2.12.4. 4. Express agreement and disagreement. [TE - 5.4.1]. WP - 2.4.1; 2.12.4. 5. Express basic needs. [TE - 3.4.1].

Content Standards for World Languages

End of Benchmark I	End of Benchmark II	
<p>dislikes. [TE - 3.4.1]. SL - 2.4.2.</p> <p>actions. SL - 2.4.2.</p> <p>of people and things within a context.</p> <p>4.</p> <p>agreement. [TE - 3.4.1].</p> <p>3.4.1].</p>	<ol style="list-style-type: none">1. Qualify feelings, likes, and dislikes. [TE - 3.8.1]. SL - 2.8.2.2. Exchange information using appropriate gestures. SL - 3.8.3.3. Create detailed descriptions within a context. [TE - 5.8.1].4. Describe a problem and suggest and recommend solutions. [TE - 5.8.1].5. Elaborate on needs and interact in basic survival situations.	<p>1</p> <p>2</p> <p>a</p> <p>3</p> <p>4</p> <p>t</p> <p>5</p>

Is Integration languages

	End of Benchmark III	
3.1].	<ol style="list-style-type: none">1. Exchange personal ideas and support them. SL - 2.12.2.2. Initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics. SL - 2.12.2; 3.12.3.3. Create more elaborate descriptions and add opinions. WP - 2.12.4.4. Collaborate and compromise to develop, propose, and negotiate solutions. TE - 3.12.2. SL - 2.12.2.5. Manage unforeseen situations.	

languages

	<p>[TE - 5.4.1]. WP - 2.4.1; 2.12.4.</p> <ol style="list-style-type: none"> Express agreement and disagreement. [TE - 3.4.1]. Express basic needs. [TE - 3.4.1].
Standard 2-Students understand and interpret spoken and/or written language on a variety of topics.	<ol style="list-style-type: none"> Identify people and objects using aural cues. [TE - 5.4.1]. Comprehend and respond appropriately to communications. [TE - 2.4.3]. RE - 1.4.3. Read and respond to developmentally appropriate texts and identify the main idea. [TE - 2.4.3]. RE - 1.4.3.
Standard 3-Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.	<ol style="list-style-type: none"> Give directions, commands, and instructions. WP - 2.4.2. Give a description orally and/or in writing. [TE - 3.4.1]. [SL - 3.4.1]. WR - 1.4.2. Write a personal communication (e.g., letter, postcard). TE - 2.4.1. ML - 3.4.1. WR - 1.4.4. Summarize main idea of selected authentic material. TE - 2.4.3; [3.4.1]. RE - 1.4.5.
Standard 4-Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.	<ol style="list-style-type: none"> Identify significant cultural perspectives. SS - 6.4.2. Recognize and interpret language and culture. TE - 5.4.2. AR - 5.4.2. Identify objects, images, symbols, products/contributions of the culture. [TE - 5.4.1; 6.4.1]. AR - 5.4.1. SS - 4.4.1. Identify the expressive forms of the culture (e.g., music, dance). [TE - 5.4.2]. AR - 5.4.1; 5.4.2.
Standard 5-Students reinforce and increase his/her knowledge of other disciplines through world languages.	<ol style="list-style-type: none"> Identify and apply, within a familiar context, skills shared by the language classroom and other disciplines. [TE - 5.4.3]. RE - 1.4.2. Identify, through world language resources, skills shared by the language classroom and other disciplines. [TE - 5.4.1]. LM - 1.4.3.

<p>agreement. [TE - 3.4.1]. 3.4.1].</p>	<p>5. Elaborate on needs and interact in basic survival situations.</p>	
<p>using aural, visual, and contextual appropriately to simple oral and written RE - 1.4.3. SL - 2.4.3. ppmentally appropriate material and 2.4.3]. RE - 1.4.4.</p>	<ol style="list-style-type: none"> 1. Respond appropriately to complex aural, visual, written, or contextual cues. [TE - 5.8.1]. RE - 1.8.3. 2. Comprehend and respond appropriately to complex oral and written communications. [TE - 2.8.1]. RE - 1.8.3. SL - 2.8.3. 3. Interpret the main idea and significant details from authentic materials and literary samples. [TE - 6.8.1] LT - 2.8.2. RE - 1.8.4. 	
<p>, and instructions. [TE - 3.4.1]. d/or in writing using simple phrases. R - 1.4.2. ation (e.g., note, letter, invitation). 1.4.4. lected authentic and/or contextualized RE - 1.4.5.</p>	<ol style="list-style-type: none"> 1. Explain a process based on prior knowledge and/or experience. [TE - 6.8.1]. WP - 2.8.2. 2. Give a description orally and/or in writing using complex sentences. [TE - 3.8.1]. [SL - 3.8.1]. WR - 1.8.2. 3. Produce formal and informal written and/or oral communication. [TE - 2.8.1; 3.8.1]. [SL - 2.8.2]. WR - 1.8.4. 4. Interpret information from authentic material for an audience. TE - [3.8.1]; 6.8.1. LM - 1.8.5; 3.8.1. RE - 4.8.7. 	
<p>l perspectives and practices. TE - 5.4.1. language and behaviors that reflect the 2. ymbols, products, and other contribu- 1; 6.4.1]. AR - 5.4.2. LM - 3.4.1. ns of the culture (e.g., architecture, R - 5.4.1; 5.4.2. SS - 4.4.1.</p>	<ol style="list-style-type: none"> 1. Describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors). [TE - 3.8.1; 5.8.1] 2. Produce language and behaviors appropriate to the culture. [TE - 6.8.1]. 3. Explain objects, images, symbols, products, and other contributions of the culture. [TE - 3.8.1; 5.8.1]. AR - 5.8.2. LM - 3.8.2. 4. Describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance). [TE - 5.8.2; 6.8.1]. AR - 5.8.2. 	
<p>familiar context, information and classroom and other disciplines. guage resources, information for use in LM - 1.4.3. RE - 5.4.2.</p>	<ol style="list-style-type: none"> 1. Transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines. [TE - 5.8.2; 6.8.2]. RE - 1.8.2 2. Analyze information gathered through world language resources for use in other disciplines. [TE - 6.8.1]. LM - 1.8.5. RE - 5.8.2. 	

	<p>4. Collaborate and compromise to develop, propose, and negotiate solutions. TE - 3.12.2. SL - 2.12.2.</p> <p>5. Manage unforeseen situations.</p>
al ls and	<p>1. Analyze information based on complex aural, visual, written, or contextual cues. RE - 1.12.1.</p> <p>2. Comprehend and respond appropriately to oral and written communications intended for native speakers. RE - 1.12.3. SL - 2.12.2.</p> <p>3. Interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples. [TE - 6.12.1] LT - 1.12.3. RE - 1.12.4; 1.12.5; 5.12.1.</p>
	<p>1. Explain a complex process incorporating detailed instructions. [TE - 6.12.1].</p> <p>2. Give a description orally and in writing using complex, detailed paragraphs. [TE - 3.12.1]. SL - 3.12.1. WR - 1.12.2.</p> <p>3. Produce a written sample to convey a mood, implied meaning, or abstract idea. TE - 2.12.1. LT - 1.12.6</p> <p>4. Create an analysis of authentic media or literary samples and present it to an audience. TE - [3.12.1]; 5.12.3. LM - 1.12.5; 3.12.1. LT - 1.12.4. RE - 4.12.7.</p>
1]. of the chi-	<p>1. Analyze the development of different cultural practices (e.g., social and geographic factors). [TE - 5.12.1; 6.12.1]. LM - 3.12.1.</p> <p>2. Apply language and behaviors that reflect the culture in an authentic situation.</p> <p>3. Analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture. TE - 6.12.1. AR - 5.12.2.</p> <p>4. Analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance). [TE - 6.12.1]. AR - 5.12.2; 5.12.6. SS - 4.12.2.</p>
ls 8.2]. use in	<p>1. Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines. [TE - 5.12.1]. RE - 1.12.2.</p> <p>2. Locate authentic language resources and synthesize information for use in other disciplines. [TE - 5.12.1; 6.12.1]. LM - 1.8.4. RE - 5.12.2.</p>

World Language

<p>principles through world languages.</p>	<p>2. Identify, through world language resources and other disciplines. [TE - 5.4.3]. LM - 1.4.3.</p>
<p>Standard 6-Students acquire information and perspectives through authentic materials in world languages and within cultures.</p>	<p>1. Gather information from sources intended to convey the language. [TE - 5.4.1; 5.4.2; 6.4.1]. LM - 1.4.3.</p> <p>2. Use authentic sources to identify perspectives. [TE - 5.4.1; 5.4.2]. RE - 4.4.4.</p>
<p>Standard 7-Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.</p>	<p>1. Identify sound patterns of the target language and the student's own language. [TE - 5.4.2].</p> <p>2. Identify structural patterns of the target language. RE - 2.4.1.</p> <p>3. Identify idiomatic expressions of the target language.</p> <p>4. Identify connections among languages.</p>
<p>Standard 8-Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.</p>	<p>1. Recognize similarities and differences, patterns, among target cultures and students' own. Evidence from authentic sources. [TE - 6.4.1].</p>
<p>Standard 9-Students apply language skills and cultural knowledge in daily life.</p>	<p>1. Identify the target language in the student's life and that knowledge with others.</p> <p>2. Locate connections with the target culture through technology, media, and authentic sources.</p> <p>3. Locate resources in the community to learn about the culture. [TE - 5.4.2].</p>

<p>language resources, information for use in [TE - 1.4.2]. LM - 1.4.3. RE - 5.4.2.</p>	<p>2. Analyze information gathered through world language resources for use in other disciplines. [TE - 6.8.1]. LM - 1.8.5. RE - 5.8.2.</p>	
<p>sources intended for native speakers of [TE - 6.4.1]. LM - 1.4.3. RE - 4.4.6. Identify perspectives of world cultures.</p>	<p>1. Analyze and apply information from sources intended for native speakers of the language. [TE - 6.8.1]. LM - 1.8.1. RE - 4.8.3. 2. Use authentic sources to analyze perspectives of world cultures. [TE - 5.8.2]. AR - 5.8.6. LM - 1.8.1. RE - 4.8.5</p>	
<p>the target language and compare them to [TE - 5.4.2]. RE - 2.4.1. SL - 2.4.5. of the target language. [TE - 5.4.2]. ons of the target language. [TE - 5.4.2]. languages. [TE - 5.4.2].</p>	<p>1. Apply, within limited contexts, sound patterns of the target language. [TE - 6.8.1]. RE - 2.8.1. SL - 2.8.5. 2. Apply, within limited contexts, structural patterns of the target language. [TE - 6.8.1]. RE - 2.8.1. 3. Compare and contrast idiomatic expressions of the target language and the student's own language. [TE - 6.8.1]. 4. Explain the changing nature of languages. [TE - 6.8.1].</p>	
<p>differences, including behavior pat- d students' own cultures using evi- [TE - 6.4.1].</p>	<p>1. Analyze similarities and differences, including behavior patterns, among target cultures and students' own cultures using evidence from authentic sources. [TE - 6.8.1]. HE - 1.8.3; 5.8.6.</p>	
<p>in the student's daily life and share e target culture through the use of tic sources. TE - 5.4.2; [6.4.1]. community to learn about the target</p>	<p>1. Respond to the target language encountered in the students' daily life. 2. Establish connections with the target culture through the use of technol- ogy, media, and authentic sources. TE - 3.8.2; 5.8.2; [6.8.1]. LM - 3.8.3. 3. Interact with members of the community to research the target culture. [TE - 3.8.2].</p>	

use in	2. Locate authentic language resources and synthesize information for use in other disciplines. [TE - 5.12.1; 6.12.1]. LM - 1.8.4. RE - 5.12.2.
akers	<ol style="list-style-type: none"> 1. Acquire and synthesize information from sources intended for native speakers of the language. [TE - 5.12.1; 6.12.1]. RE - 4.12.4. 2. Use authentic sources to synthesize perspectives of world cultures. [TE - 5.12.1; 6.12.1]. AR - 5.12.4. LM - 1.8.5. RE - 4.12.5.
age. nd	<ol style="list-style-type: none"> 1. Apply, in a variety of contexts, sound patterns of the target language. [TE - 3.12.1]. RE - 2.12.1. SL - 2.12.5; 3.12.7. 2. Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively. RE - 2.12.1 3. Use idiomatic expressions of the target language in the correct context. [TE - 3.12.1]. 4. Describe how languages influence each other. [TE - 3.12.1].
ong	<ol style="list-style-type: none"> 1. Analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources. [TE - 3.12.1; 5.12.1; 6.12.1]. 2. Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and students' own cultures.
ol- 3. e.	<ol style="list-style-type: none"> 1. Interact appropriately in the target language in real-life situations. 2. Maintain connections with the target culture through the use of technology, media, and authentic sources. TE - 3.12.2. LM - 3.12.2. 3. Collaborate and use resources in the community to research the target culture. TE - 3.12.2; [5.12.1; 6.12.1]. AR - 5.12.6.

LEGEND:

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

Content Code:

AR - Arts (dark pink)

HE - Health Education

ML - Media Literacy (blue)

RE - Reading

TE - Technology (purple)

WP - Workplaces

User Code:

WL 1.4.2 = World Languages, Standard 1, Grade 4



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“implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

Health Enhancement (black)

Reading (blue)

Workplace Competencies (yellow)

1, Grade 4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)

dent

“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

ue) MA - Math (green)

s (gold) SL - Speaking and Listening (blue)

e)